

# URN 135450

Independent school standard inspection report

---

|                               |                  |
|-------------------------------|------------------|
| DfE registration number       | 886              |
| Unique Reference Number (URN) | 135450           |
| Inspection number             | 386903           |
| Inspection dates              | 13–14 March 2012 |
| Reporting inspector           | Jill Bainton     |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/publications/090070](http://www.ofsted.gov.uk/publications/090070).

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

No. 090070

© Crown copyright 2012



## **Purpose and scope of the inspection**

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

## **Information about the school**

The school is an independent special school registered for boys from eight to 16 years of age. The school was opened in November 2007 and had its first inspection in October 2008. Since then, two progress monitoring visits have been carried out. Students attend from local authorities in the south of England and all have their places funded by their local authority. The school is housed in a building adjacent to a children's home in a semi-rural location in north west Kent.

There are four students aged 13 to 15 on the school roll. Currently, two students live in their own homes and the others are resident in the children's home. One student on roll is not yet attending the school for reasons beyond the school's control. All students have a statement of special educational needs and all have learning and/or behavioural, social and emotional difficulties. The school aims to provide a context in which students feel safe to learn in a nurturing environment.

## **Evaluation of the school**

The school provides a good quality of education and meets its aims successfully. Students make good progress as a result of a good curriculum and good quality teaching and assessment. Students are well supported in managing their challenging behaviour, which is now good. All safeguarding requirements are met. The school has made improvements since its last inspection, especially with respect to the curriculum, teaching and assessment. The school now meets all the regulations for registration as an independent school.

## **Quality of education**

The curriculum is good and continues to be developed to broaden the range of subjects available for students. When the school was inspected in 2008, the curriculum was not well matched to the students' learning needs and ages; this has been remedied. The curriculum policy has appropriate policies and schemes of work supported by clear planning. These provide a picture of how the objectives and content of the courses develop progressively across the key stages. Students are taught in a mixed-age class with a high level of staff support. Students have access

---

<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

to a suitable range of subjects with an emphasis on literacy and numeracy to make up the gaps from experience of significant disruption to their education.

Opportunities for physical development are provided through off-site visits for swimming and gymnastics. Personal, social, health and citizenship education (PSHCE) is given a strong emphasis. A small range of curriculum-related visits extends the students' understanding; the school has plans to increase the number and scope of these. The local library is used effectively with students visiting weekly to choose books and conduct research projects.

There is an adequate range of accredited courses available, including functional skills certificates in English, mathematics, and information and communication technology (ICT). This range has been widened since the last inspection, and now the school is proposing to enter students for GCSE examinations and has gained examination centre status with this in mind. The school is in the process of introducing life-skills programmes to enhance the preparation of the students for the challenges ahead of them after school. Careers education is supported by the careers service and helps to contribute to the students' transition from school to further education or employment. The curriculum meets the needs of students' statements of special educational needs well. Individual behaviour and education plans focus on the specific needs of each student and are regularly reviewed, with an annual review undertaken with the placing authorities. The plans include targets for personal and academic development, which help to ensure an appropriate range of individual learning experiences for each student.

Teaching and assessment are good and the students make good progress given their starting points. A particular strength in the quality of teaching is the good quality of relationships between staff and students. The students value the support of adults and respond well to their encouragement. Lessons are well planned as short, focused sessions in order to maintain students' engagement in learning. Teachers are skilled at questioning and at encouraging the students to take an active part in lessons. Students maintain their concentration well, especially during the morning sessions, when teachers select varied activities and resources, which engage students' interest and challenge them according to their capabilities. For example, students responded well to performing as different characters in a short play and played percussion instruments to find out how sound waves are transmitted. ICT is used effectively to extend their learning, with students competently devising their own computer-based presentations. Teachers and teaching assistants work very effectively together, using their knowledge of the students and their particular needs to ensure that they remain focused. The range of resources has improved since the last inspection. It is now good and the resources are used well to support learning. Teachers observe students effectively during lessons to move activities on before the students lose interest, so that the pace of learning is good. Effective arrangements are in place to support students with difficulties they may have in managing their behaviour. This avoids disruption to teaching and learning.

Assessment arrangements are good. Recent arrangements introduced for recording students' attainment using National Curriculum levels in the core subjects are proving

beneficial. Students are assessed on entry to determine their starting points in English, mathematics, ICT and science. A strong feature of the lessons, especially in English and mathematics, is the feedback to students about their current level of achievement in relation to specific individual targets and how to improve their performance. Some students have only been at the school for a relatively short time and already have made tangible progress. The widened range of accredited courses and increased focus on assessment and recording are contributing effectively to students' good progress.

### **Spiritual, moral, social and cultural development of pupils**

Students' spiritual, moral, social and cultural development is good. There is a high level of respect between adults and the students. Rules are clear and students are rewarded appropriately for effort and behaviour in lessons. Consequently, they gain a clear understanding about what is expected, know the difference between right and wrong and feel valued as individuals. Students' positive response to praise and rewards helps to raise their self-esteem and sense of pride in their work. The school has implemented successful strategies to manage behaviour; this has had an impact on the students' learning. Behaviour is good and students respect the expectations of staff. Most students' willing cooperation with the teaching staff in lessons and around the school indicates a readiness to re-engage in learning. The school is helping the students to come to believe in their own ability and capacity to succeed. Attendance is improving but is still not consistent for all students. If students are late for lessons, they have to make up the lost time during their breaks.

Students contribute to the school community through helping in small tasks. They learn social skills as they eat meals with adults who are good role models. At the time of the last inspection, the students' knowledge of different cultures was not sufficiently developed. They now study celebrations of multi-faith festivals and are able to develop their knowledge and understanding of their own and other cultures. For example, during a humanities lesson, different marriage traditions were discussed and students made perceptive contributions to the discussion. Trips out of school, for example to the library, enhance the curriculum and provide opportunities for students to develop their social skills in the wider community. Citizenship lessons, including an awareness of local services and institutions, help to develop students' understanding. These are assisted by visits by, for example, the police and the local authority sexual health team.

### **Welfare, health and safety of pupils**

The provision for the welfare, health and safety of the students is good. The school has devised and effectively implemented a range of policies which pay due regard to national guidance. These include anti-bullying, health and safety including for visits outside school, behaviour and safeguarding. The designated person responsible for safeguarding is trained appropriately. All staff are trained in safeguarding and the detailed policy fully meets the requirements. This is an improvement since the last inspection when staff had not received the appropriate training. Students state in

their inspection questionnaire responses that the school helps them to keep safe and they comment positively on their enjoyment of school, especially mathematics and swimming. The school assesses for safety all activities and visits outside the school and is vigilant in checking safety within the school building and play areas. There are several staff trained in first aid and accidents are carefully recorded. Students are encouraged to eat healthily. Lunch is a social occasion in the adjacent children's home where staff and students eat together. Opportunities are available for regular exercise. The precautions for fire prevention are thorough, with a risk assessment undertaken by a professional company, all fire appliances checked annually and fire drills undertaken regularly and recorded. The students are very well supervised at all times. Admission and attendance registers meet the regulations. The school fulfils its duties under the Equality Act 2010 and has devised a three-year accessibility plan. The focus on developing key skills, on overcoming barriers to learning and on gaining self-confidence prepares the students well for the next stage in their education and promotes their economic well-being.

### **Suitability of staff, supply staff and proprietors**

When the school was inspected in 2008, the required checks had not been made on the medical fitness of all staff and the school did not maintain a single central register as required. All the required checks are now made and the information required on staff checks is included on the single central register. All staff are checked for their suitability to work with children.

### **Premises and accommodation at the school**

The school premises provide an appropriate and safe environment for effective learning. The classroom is a good size for the number of students in the school. The buildings are in a satisfactory condition. The students have access to a garden and a nearby field for exercise.

### **Provision of information**

All of the required information is provided, or made available, to parents, carers and others. Informative reports on the students' progress are provided each half term. Those parents and carers who submitted completed questionnaires were positive in their response and a similar response was given by placing authorities. A placing authority commented, 'The school has provided our young man with a stable and predictable environment, catering to his educational needs and strengths.'

### **Manner in which complaints are to be handled**

The school has a range of procedures which meet requirements.

## **Compliance with regulatory requirements**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

## **What the school could do to improve further**

While not required by regulations, the school might wish to consider the following points for development:

- further extend the range of examination opportunities
- continue to expand the number and range of curriculum-related visits outside school
- ensure that all students attend school regularly.

## Inspection judgements

|             |      |              |            |
|-------------|------|--------------|------------|
| outstanding | good | satisfactory | inadequate |
|-------------|------|--------------|------------|

### The quality of education

|  |  |   |  |  |
|--|--|---|--|--|
| Overall quality of education   |  | ✓ |  |  |
| How well the curriculum and other activities meet the range of needs and interests of pupils |  | ✓ |  |  |
| How effective teaching and assessment are in meeting the full range of pupils' needs         |  | ✓ |  |  |
| How well pupils make progress in their learning  |  | ✓ |  |  |

### Pupils' spiritual, moral, social and cultural development

|  |  |   |  |  |
|--|--|---|--|--|
| Quality of provision for pupils' spiritual, moral, social and cultural development |  | ✓ |  |  |
| The behaviour of pupils  |  | ✓ |  |  |

### Welfare, health and safety of pupils

|  |  |   |  |  |
|--|--|---|--|--|
| The overall welfare, health and safety of pupils |  | ✓ |  |  |
|--|--|---|--|--|

## School details

|   |  |
|---|--|
| <b>School status</b>  | Independent  |
| <b>Type of school</b>   | Special for pupils with behavioural, social and emotional difficulties                   |
| <b>Date school opened</b>   | November 2007  |
| <b>Age range of pupils</b>  | 8–16   |
| <b>Gender of pupils</b>   | Boys   |
| <b>Number on roll (full-time pupils)</b>                              | 4  |
| <b>Number of pupils with a statement of special educational needs</b> | 4  |
| <b>Number of pupils who are looked after</b>                          | 0  |
| <b>Annual fees (day pupils)</b>                                       | £47,840.00   |
| <b>Address of school</b>  | c/o Tulip Care<br>19–20 Bourne Court<br>Southend Road<br>Woodford Green<br>Essex IG8 8HD |
| <b>Telephone number</b>   | 0845 094 3550  |
| <b>Email address</b>  | enquiry@tulipcare.co.uk  |
| <b>Headteacher</b>  | Paul Giffney   |
| <b>Proprietor</b>   | Tulip Care One Limited   |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 March 2012

Dear Students

### **Inspection of your school**

Thank you for my welcome to your school when I visited recently. I enjoyed my visit, and am grateful to you for taking the time to complete the questionnaires and to talk to me in lessons and around the school. I judged that the school provides you with a good quality of education and supports you well with your personal development. I was pleased to see:

- that your questionnaires show that you enjoy school, feel safe and appreciate the quality of teaching you receive
- that you are learning to face up to your problems and work together
- that the teaching and support staff award you points in lessons for your work and the effort you put into it
- that you are making good progress and are preparing well for your future exams.

To make sure that the school continues to provide you with a good education, I have asked it to make sure that all students attend lessons as much as possible. Also, that more outside school visits are planned and more opportunities are provided for you to take national examinations. All of you can continue to make the school successful by making sure you attend regularly and continue to respect your teachers.

Yours sincerely

Jill Bainton  
Lead inspector